TEACHING WITH PRIMARY SOURCES—MTSU

LESSON PLAN: THE EMANCIPATION PROCLAMATION AND THE THIRTEENTH AMENDMENT

Grade: 8
Subjects: Social Studies, Language Arts
Time Required: 2 Class periods (50-60 minutes each)
Author: Leigh Ann Gardner, Teaching with Primary Sources—MTSU

OVERVIEW
In this lesson students will study the Emancipation Proclamation and its effect on slavery and abolition. Students will also learn how the Emancipation Proclamation led to the Thirteenth Amendment.

UNDERSTANDING GOALS
Students will analyze political cartoons to understand differences in public opinion about the Emancipation Proclamation. Students will read the Emancipation Proclamation and discuss its limitations. Students will learn about the ratification of the Thirteenth Amendment and its connection to the Emancipation Proclamation.

OBJECTIVES
Students will analyze primary source documents to learn about the Emancipation Proclamation and its connection to the Thirteenth Amendment.

INVESTIGATIVE QUESTIONS
- What were the limitations of the Emancipation Proclamation and how did it lead to the Thirteenth Amendment?
- How did the public view the Emancipation Proclamation?

MATERIALS USED
- Primary Source Analysis Tool
- Analyzing Photographs and Prints Teachers Guide
- Analyzing Political Cartoons Teachers Guide

CURRICULUM STANDARDS

Grade 8 Social Studies
8.76 Describe Abraham Lincoln’s presidency and his significant writings and speeches, including his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863 and inaugural addresses in 1861 and 1865.
8.82 Explain the significance of 13th, 14th and 15th Amendments to the U.S. Constitution.

Grade 8 Language Arts
SPI 0801.5.8 Identify instances of bias and stereotyping in print and non-print texts.
SPI 0801.7.3 Identify the purpose of a medium (i.e., to inform, to persuade, to entertain, to describe).
RESOURCES: LIBRARY OF CONGRESS PRIMARY SOURCES

- The first edition of Abraham Lincoln’s final Emancipation Proclamation http://www.loc.gov/item/scsm001016/
- President Lincoln, writing the Proclamation of Freedom http://www.loc.gov/pictures/item/2004665377/
- Breaking that “backbone” http://www.loc.gov/pictures/item/2003674578/
- The Emancipation of the Negroes, January 1862 – The past and the future http://www.loc.gov/pictures/item/2004665360/
- Thirteenth Amendment http://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=013/llsl013.db&recNum=596
- Uncle Abe’s valentine sent by Columbia; and envelope full of broken chains http://www.loc.gov/item/scsm000381/
- Thirty years a slave. From bondage to freedom. https://archive.org/details/thirtyyearsslave01hugh

Procedure

Day 1—The Emancipation Proclamation and its connection to the Thirteenth Amendment

Step 1 Connect Pass out copies of the Emancipation Proclamation to the students. Have them read the document silently in class.

Step 2 Wonder Lead a class discussion that includes the following questions:
1. What states permitted slavery in 1860?
2. What states does the Emancipation Proclamation cover?
3. How are the people in these states described?
4. What slave states are not included in the Emancipation Proclamation?
5. What areas of slave states are exempted?
6. Why do you think these states or parts of states were excluded?
7. Does anything surprise you about the areas included or exempted?
8. Who is going to maintain the freedom of the emancipated slaves, according to the proclamation?
9. What should emancipated slaves do?
10. What does the Emancipation Proclamation say about military service for emancipated slaves?
11. What would public opinion of Emancipation be in the South? What would public opinion of Emancipation be in the North?

Step 3 Wonder In paragraph 4 of the Emancipation Proclamation, President Lincoln referred to the proclamation as a war measure. What did that mean?

Step 4 Investigate Have students read the first paragraph under “My Fifth Strike for Freedom is a Success” on page 172 in Thirty Years a Slave.

cont. on p. 3
**PROCEDURE (cont. from p. 2)**

Step 6  **Construct**  Lead a class discussion that includes the following:
1. What surprises you about this passage?
2. How did the Emancipation Proclamation impact the writer?
3. What does this reading add to your understanding of the overall emancipation experience?

Step 7  **Connect**  Pass out copies of the [Thirteenth Amendment](https://en.wikipedia.org/wiki/Thirteenth_Amendment). Have the students read the Thirteenth Amendment.

Step 8  **Wonder**  Ask the students to discuss what the Thirteenth Amendment means for slavery. How did the Emancipation Proclamation lead to the Thirteenth Amendment? Why is Section 2 of the Amendment necessary?

Step 9  **Express**  Ask the students to write a paragraph about what the Thirteenth Amendment does. Ask the students if the Amendment guarantees all the rights of freed slaves or if they think further amendments may be needed. Have them compare the Emancipation Proclamation with the Thirteenth Amendment and list the consequences of both documents. Use the rubric at the end of this lesson to evaluate the student paragraph.

Day Two – Views of the Emancipation Proclamation

Step 10  **Connect**  Before class begins, divide the students into groups of three or four. Pass out either a copy of *Writing the Emancipation Proclamation* or a copy of *President Lincoln, writing the Proclamation of Freedom* to each group. Ask the students to study the images. What do they observe? [The Emancipation Proclamation](https://en.wikipedia.org/wiki/Emancipation_Proclamation) [1864]

Step 11  **Wonder**  Pass out the [Primary Source Analysis Tool](https://www.pbs.org/teachersource/primarysourceanalysis/) to the students. Have the groups list the symbols in each image and what they think these symbols mean on their worksheet. If necessary, use the [Analyzing Photographs and Prints Teachers Guide](https://www.pbs.org/teachersource/analyzingphotographsandprints/) to guide this activity. Have the students speculate as to whether the images were drawn by a Confederate or Union sympathizer. Allow the students ample time to discuss the image within their group and complete the worksheet.

Step 12  **Express**  Have the groups display their image and discuss the symbols they found. Have the groups share their conclusion about whether their image was drawn by a Confederate or Union sympathizer. Also have the groups share who they think the intended audience was for each.

Step 13  **Connect**  Give each group either a copy of *Breaking that “backbone”* or *The emancipation of the negroes, January 1863 – the past and the future*. Ask the students to study the images. What do they notice?

*Cont. on p. 4*
PROCEDURE (cont. from p. 3)

Step 14  **Wonder**  Pass out the **Primary Source Analysis Tool** to the students. Have the groups list the symbols in each picture and what they think these symbols mean on their worksheet. If necessary, use the **Analyzing Photographs and Prints Teachers Guide** and the **Analyzing Political Cartoons Teachers Guide** to guide this activity.

Step 15  **Express**  Have the groups display their source and discuss what they found in their groups.

Step 16  **Reflect**  Have the students write a paragraph on both of the prints used by their group in this day’s activities. The student should compare and contrast the following in the two prints:

1. What was the overall message being conveyed in the print?
2. What is the creator trying to say specifically about the Emancipation Proclamation?
3. Who do you think is the intended audience for the print?

Use the rubric at the end of this lesson to evaluate the student paragraph.

EVALUATION

Use the following rubric to evaluate student paragraphs:

- **90-100** Paragraph has 5 to 6 sentences, uses descriptive language and details from class discussion and correct grammar.
- **80-89** Paragraph has 4 to 5 sentences, uses some descriptive language and some details from class discussion and mostly correct grammar.
- **70-79** Paragraph has 3 to 4 sentences, uses little descriptive language or few details from class discussion and incorrect grammar.
- **69 and below** Paragraph has 3 sentences, uses little descriptive language or few details from class discussion and mostly incorrect grammar.

EXTENSIONS

- Have the students study the **Emancipation** print, and the **Behold Oh! America, Your sons** print. Have them write a paragraph that answers the following questions: Is Lincoln presented as a hero or a villain? What are the similarities in the portrayals? What is the audience for the prints? Do you think the artists are Union sympathizers or Confederate sympathizers?

- Have the students read editorials from **Harper’s Weekly** 13th Amendment website. Ask them to write their own editorial about whether the 13th Amendment is needed to abolish slavery.

- Have the students create a print commemorating the 150th anniversary of the Emancipation Proclamation in 2013.